FEHR, HOWARD F., and SITOMER, HARRY. How Shall We Define Angle? Jan., 18-19.

FEY, JAMES. What's Between Q and R? Apr., 308 - 14.

FISCHER, IRENE. Letter to the Editor re "The Number π." Dec., 884.

. The Shape and Size of the Earth. May, 508-16.

FOSTER, B. L. Euclid's Algorithm Revisited. Apr., 358.

FREMONT, HERBERT. New Mathematics and Old Dilemmas. Nov., 715-19.

FRITZ. ANTHONY. Letter to the Editor re "Mathematics Word Search." Oct., 640.

GABAI, HYMAN. An Experimental Twelfth-Grade Mathematics Course. Apr., 375-80. GARFUNKEL, J. Solving Problems in Geometry

by Using Complex Numbers. Nov., 731-34. GEMIGNANI, M. C. On the Geometry of Euclid. Feb., 160-64.

GINTHER, JOHN L. An Application of Base-Three Numeration. Dec., 858-59.

GLAYMANN, MAURICE. Characteristic Functions and Sets. Nov., 775-78.

GLICKSMAN, A. M., and RUDERMAN, H. D. Two Combinatorial Theorems. May, 464-69.

GRAESSER, R. F. The Direction of Sunset. Feb., 115-16.

GRANT, NICHOLAS. Review of High School Mathematics-Course I, Beberman Vaughn; D. C. Heath & Co., 1964. Nov., 787-

GREEN, THOMAS M. The Graphing of Absolute Value Inequalities. Dec., 837-38.

GREENHOLZ, SARAH. Successful Practices in Teaching Mathematics to Low Achievers in Senior High School. Apr., 329-35.

GREITZER, SAMUEL L. Credit Where Credit Is

Due! Feb., 155-57. GUERRIERO, ANDREW J. Review of Concepts of Modern Mathematics, Book III, Kenner, Small, and Williams; American Book Co., 1965. Oct., 657-58.

GURAU, PETER K. A Time for Testing. Feb.,

HAJEK, ROY D. New Learning and Subverbal Knowledge. May, 444-47.

Hamberg, Charles L., and Green, Thomas M. An Application of Triangular Numbers to Counting. Apr., 339-42.

HANNON, HERBERT. A Device for Teaching Addition and Subtraction of Integers. Dec.,

HEDRICK, E. R. Reality of Mathematical Processes. Jan., 45-49. Originally published in the Third Yearbook, Selected Topics in Mathematics Education (Washington, D.C.: National Council of Teachers of Mathematics, 1928).

HEMME, DAVID J. Letter to the Editor re "Mathematics Word Search." Nov., 714.

HENDERSON, KENNETH B. A Model for Teaching Mathematical Concepts. Oct., 573-77.

HENDERSON, KENNETH B., and RETZER, KENNETH A. Effect of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations. Nov., 707-10.

HOFFMAN, J. R. Review of General Mathematics: 9th Year; Board of Education of the City of New York, 1965. May, 530.

HOLDEN, LYMAN S. Providing Motivation for the Chain Rule. Dec., 850-55.

HOLLINGSHEAD, IRVING. Number Theory—a Short Course for High School Seniors. Mar., 222 - 27

HOLTAN, BOYD D. An Experimental Study of Patterns of Presenting Transitivity Statements. Mar., 257-58.

. Review of Mathematics, a Modern Approach, I, Peters and Schaaf; D. Van Nostrand Co., 1965. May, 530-32.

HOLTAN, BOYD D.; DAVIS, EDWARD J.; and SMALL, DWAIN E. A Study of Two Methods of Checking Homework in a High School Geometry Class. Feb., 149-52.

HOMAGK, FRITZ. Concerning Plane Geometry in the Textbooks of Classes 7 and 8. Feb.,

165 - 72.

HUNGATE, EUGENE. Review of First Course in Geometry, Edwards; Exposition Press, 1965. Oct., 654.

JABLONOWER, JOSEPH. The Jabberwocky Was a Lark or "The Mathematician Takes a Holiday." Dec., 871-73. Originally published in The Mathematics Teacher, XXVI (May 1933), 302-6.

JOLLY, ROBERT F. Equations for Semicircles and Pings. Nov., 720-22.

KALMAN, KARL S. Review of Modern Elementary Mathematics: A Parents' Guide to the New Concepts, Kempf and Barnhard; Doubleday & Co., 1965. Nov., 792.

KANE, ROBERT B. Review of Intermediate Algebra, Russell; Allyn & Bacon, 1965. Nov., 786-87

KEEDY, M. L. Letter to the Editor re "What Is an Isosceles Trapezoid?" Dec., 842.

KENNEDY, JOE. Review of The Teaching of Secondary Mathematics (4th ed.), Butler and Wren; McGraw-Hill, 1965. Nov., 790.

KLAMKIN, MURRAY S. On Some Geometric Inequalities. Apr., 323-28.

KLINKERMAN, GINGER, and BRIDGES, FAITH. Team Teaching in Geometry. May, 488-92. KOVACH, LADIS D. A Note on Curve-Fitting with Rational Polynomials. Feb., 129-32.

Krabill, Esther. Review of Using Modern Mathematics-Group 1-2, films, Urbancek and Urbancek; Society for Visual Education. Nov., 792, 793.

KREIDER, ORLANDO C. Review of Algebra and Trigonometry: A Modern Approach, Peters and Schaaf; D. Van Nostrand Co., 1965. Oct.,

LAWLIS, FRANK. The Basis of Music-Mathematics. Oct., 593-96.

LEAKE, LOWELL, JR. Letter to the Editor re "Fermat's Factoring." Nov., 714.

LEICHLITER, VAN H. Businessmen and Mathematics Teachers. May, 448-51. MALLORY, CURTISS. Intuitive Approach to

 $X^0 = 1$. Jan., 41.

MARKS, JOHN L., and SMART, JAMES R. Using the Analytic Method to Encourage Discovery. Mar., 241-45.

Maslanka, John S. Cotangent A in a New Light. Dec., 855.

MATTSON, ROBERT J. Mathematics Leagues: Stimulating Interest Through Competition. Marl. 259-61.

MAY, KENNETH O. Mathematics and Art. Oct., 568-72.

The Origin of the Four-Color Conjec-

ture. May, 516-19.

MECONI, L. J. The Mathematically Gifted Student and Discovery Learning. Dec., 862-

MEHL, WILLIAM G. Grids, Integers, and Number Bases. Dec., 843-47.

MESERVE, BRUCE E. Euclidean and Other Geometries. Jan., 2-11.
Mikula, Thomas. The Trigonometry of the

Square. Apr., 354-57.

MOORE, ELIAKIM HASTINGS. On the Foundations of Mathematics. Apr., 360-74. Originally published in the First Yearbook, A General Survey of Progress in the Last Twentyfive Years (Washington, D.C.: National Council of Teachers of Mathematics, 1926).

Moser, James M. Mathematics Education in the Secondary Schools of the Soviet Union.

Dec., 885-92.

MOSTELLER, FREDERICK. What Has . Happened to Probability in the High School? Dec., 824-31.

MUELLER, FRANCIS J. The Revolution at Sputnik-plus-Ten. Nov., 696-706.

MURRAY, PETE. Intuitive Approach to a-m $\equiv \frac{1}{a^m}$. Nov., 737.

Musser, Gary L. A Mathematical Abstraction. Apr., 349-51.

NAGEL, THOMAS S. Effects of Programmed Instruction in Remedial College Algebra Classes. Nov., 748-52.

NANNINI, Amos. Maxima and Minima by Elementary Methods. Jan., 31-32.

Nelson, Allyn H. Investigation to Discovery with a Negative Base. Nov., 723-26.

NEWMAN, THOMAS B., and SEISER, WILLIAM. The Floating Teacher—Help for the Mathematically Disadvantaged. Nov., 753-55.

NICHOLS, EUGENE D. Editor, "Experimental Programs." Jan., 50-55; Feb., 149-52; Mar., 257-61; Apr., 375-80; May, 488-503; Oct., 611-20; Nov., 748-55; Dec., 874-79.

NIETZ, JOHN A. Evolution of Old Secondary-School Arithmetic Textbooks. Apr., 387-92.

PAARLBERG, TEUNIS. The Mathematics League. Jan., 38-40.

PAWLEY, RICHARD G. 5-Con Triangles. May, 438 - 43.

PAWLIKOWSKI, GEORGE J. The Men Responsible for the Development of Vectors. Apr., 393-96.

PEAK, PHILIP. Editor, "Have You Read?" Feb., 153-54; Mar., 262-63; Apr., 381-82; May, 504-5; Oct., 621-22; Nov., 756-57; Dec., 880-81.

PETERSEN, ARNOLD. Review of Contemporary Algebra, Second Course, Mayor and Wilcox; Prentice-Hall, 1965. Oct., 659-60.

Phillips, J. P. Brachistochrone, Tautochrone, Cycloid—Apple of Discord. May, 506-8.

POLANCYAK, RICHARD J. Review of Concepts of Modern Mathematics, Book I, Kenner, Small, and Williams; American Book Co., 1963. Oct., 656-57.

PRICE, JACK. Discovery: Its Effect on Critical Thinking and Achievement in Mathematics. Dec., 874-76.

PROUSE, HOWARD L. Creativity in School Mathematics. Dec., 876-79.

PURSELL, LYLE E. The Area Under a Parabola by Cavalieri's Rule. May, 472-73.

QUADLING, D. A., et al. The Use of the Axiomatic Method in Secondary Teaching. Apr., 398 - 403.

WILLIAM R. Fermat's Factoring. RANSOM, May, 470-71. See also Letter to the Editor. Nov., 714.

READ, CECIL B. Shanks, Pi, and Coincidence. Nov., 761-62.

RETZER, KENNETH A., and HENDERSON, KEN-NETH B. Effect of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations. Nov., 707-10.

REYS, ROBERT E. Mathematics Word Search. Apr., 359, 380. See also Letters to the Editor. Oct., 640; Nov., 714; Dec., 842, 857.

RICKEY, AGNES Y. Teachers Earn and Learn. Oct., 638-40.

RISING, GERALD R. A Reaction to "Definitions Without Exceptions." Apr., 343-44.

ROFMAN, R. LEWIS. Review of Evaluating Pu-pils' Understanding of Arithmetic, Dutton; Prentice-Hall, 1964. Nov., 789-90.

ROLF, HOWARD L. Friendly Numbers. Feb., 157 - 60.

RUCKER, WALTER; DILLEY, CLYDE; and BRAUN-FELD, PETER. A New UICSM Approach to Fractions for the Junior High School. Mar.,

RYOTI, DON E. What Is an Isosceles Trapezoid? Nov., 729-30. See also Letter to the Editor. Dec., 842.

SCHRADER, DOROTHY V. The Arithmetic of the Medieval Universities. Mar., 264-75.

SCHUMAKER, JOHN A. Review of New Angle Mathematics, Vols. I-III, Cousins; Mc-Dougall, 1963. May, 532.

SEABLOOM, EDWARD. Rapid Repeating Decimal-Fraction Interchange. Jan., 42-44.

SEISER, WILLIAM, and NEWMAN, THOMAS B. The Floating Teacher-Help for the Mathematically Disadvantaged. Nov., 753-55.

SGROI, JAMES T. Pascal's Triangle: A Different Approach to Subsets. Apr., 352-53.

SHAW, JAMES B. Mathematics as a Fine Art. Nov., 738-47.

SHOEMAKER, RICHARD W. Review of Puzzles and Paradoxes, O'Beirne, Oxford University Press, 1965, Dec., 897.

SHURLOW, HAROLD J. Review of First Course in Algebra (rev. ed.), Weeks and Adkins; Ginn

& Co., 1965. Nov., 785. SIEMENS, DAVID F. Of Bees and Mathema-

ticians. Nov., 758-61.

SIMONE, ALBERT J. A FORTRAN Program for Recursion Formula for Simultaneous Linear Equations. May., 452-58.

SISTER ANNE AGNES VON STEIGER, C.S.J. A Christmas Puzzle, Dec., 848-49.

SISTER MARY GRACE. Poland's Contribution to

Mathematics. Apr., 383-86.

SISTER M. PHILIP STEELE. Review of Algebra One and Teachers' Supplement, Algebra One, Hayden and Finan; Allyn & Bacon, 1965. Oct., 655-56.

SISTER MARY RAIMONDA ALLARD, O.P. Review of Extending Mathematics, Deans et al.; American Book Co., 1963. May, 529-30. SITOMER, HARRY. Sight Versus Insight. May,

SITOMER, HARRY, and FEHR, HOWARD F. How

Shall We Define Angle? Jan., 18-19. SMALL, DWAIN E.; HOLTAN, BOYD D.; and DAVIS, EDWARD J. A Study of Two Methods of Checking Homework in a High School Geometry Class. Feb., 149-52. Smart, James R. The N-Sectors of the Angles

of a Square. May, 459-63.

SMART, JAMES R., and MARKS, JOHN L. Using the Analytic Method to Encourage Dis-

covery. Mar., 241-45.

SMITH, DAVID EUGENE. Mathematics in the Training for Citizenship. Feb., Originally published in the Third Yearbook. Selected Topics in Mathematics Education (Washington, D.C.: National Council of Teachers of Mathematics, 1928).

STEINER, HANS-GEORG. An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure. May,

-. Operational Systems and Checker Games. Dec., 832-36.

STERRETT, ANDREW. Gambling Doesn't Pay! Mar., 210-14.

STOVER, DONALD W. Auxiliary Lines and Ratios. Feb., 109-14.

STRETTON, WILLIAM C. Straight-Line Tunnels Through the Earth. Jan., 12-13.

STROW, FLOYD D. Review of Mathematical Puzzles and Pastimes (2d ed.), Bakst; D. Van Nostrand Co., 1965. Dec., 896-97.

SWEET, RAYMOND. Organizing a Mathematics Laboratory. Feb., 117-20.

SZABO, STEVEN. Some Remarks on Discovery. Dec., 839-42.

-. Some Results on Quadrilaterals with

Perpendicular Diagonals, Apr., 336-38.

TAMMADGE, ALAN. The Expression of a Fraction as a Sum of Unitary Fractions. Feb., 126-28.

Thomas, Fred B. A Dialogue on $\frac{26}{65} = \frac{2}{5}$. Jan., 20 - 23.

TINNAPPEL, HAROLD. Editor, "Reviews and Evaluations." May, 529-33; Oct., 654-60; Nov., 785-94; Dec., 896-97.

TUCK, BERNARD H. Life and Times of Johann Kepler. Jan., 58-65.

VAN ENGEN, H., and CLEVELAND, RAY W. Mathematical Models for Physical Situations. Oct., 578-81.

VEBLEN, OSWALD. The Modern Approach to Elementary Geometry. Feb., 98-104.

VON BARAVALLE, HERMAN. The Number π. May, 479-87. Originally published in The MATHEMATICS TEACHER, XLV (May 1952), 340-48. See also Letter to the Editor, Dec.,

WARNER, JOHN W. Review of Modern Elementary Algebra, Nichols; Holt, Rinehart, & Winston, 1965. Oct., 660.

WEGNER, KENNETH W. Trigonometric Excursions and Side Trips. Jan., 33-37.

Weiss, Sol. Innovations and Research in the Teaching of Mathematics to the Terminal

Student. Oct., 611-18.

Wells, James H., and Christie, Dan E.
Alternatives to Research. Nov., 711-14.

Whitmore, Edward H. Editor, "In-Service

Education in Mathematics." Oct., 638-40; Nov., 769-73; Dec., 882-84.

WILLIAMSON, JOHN N. A General Structure for the Study of Prime Numbers. Mar., 228-34.

WILLOUGHBY, STEPHEN S. Review of New Ways in Numbers (7 and 8), Sister Mary Canisius; D. C. Heath & Co., 1965. May, 532-33.

. Review of Thinking in Structures, Dienes and Jeeves: Hutchinson Educational Ltd., 1965. Nov., 793-94.

. Revolution, Rigor, and Rigor Mortis. Feb., 105-8.

WILSON, JAMES W. Letter to the Editor re "Mathematics Word Search." Oct., 640. WINGER, M. E. The Probability of the Second-

Smallest. Nov., 735-36.

WRIGHT, FRANK. The SMSG Angle Is a Good One. Dec., 856-57.

WYLIE, C. R., JR. What Are Perpendicular Lines? Jan., 24-30.

ZERBE, RICHARD S. Letter to the Editor re "Mathematics Word Search." Dec., 842, 857.

ZWICK, EARL. Review of Basic Concepts of Elementary Mathematics (rev. ed.), Schaaf; Wiley & Sons, 1965. Nov., 788.

Title index

An Alternative Definition for Equivalence Relations. Charles Buck. Feb., 124-25. Alternatives to Research. DAN E. CHRISTIE and James H. Wells. Nov., 711-14.

An Application of Base-Three Numeration.

JOHN L. GINTHER. Dec., 858-59.

An Application of Triangular Numbers to Counting. CHARLES L. HAMBERG and THOMAS M. GREEN, Apr., 339-42.

The Area Under a Parabola by Cavalieri's Rule. LYLE E. PURSELL. May, 472-73.

The Arithmetic of the Medieval Universities. DOROTHY V. SCHRADER. Mar., 264-75. Auxiliary Lines and Ratios. Donald

STOVER. Feb., 109-14.

The Basis of Music-Mathematics. Frank LAWLIS. Oct., 593-96.

Brachistochrone, Tautochrone, Cycloid-Apple of Discord. J. P. PHILLIPS. May, 506-8. Businessmen and Mathematics Teachers. VAN H. LEICHLITER. May, 448-51.

Characteristic Functions and Sets. MAURICE GLAYMANN. Nov., 775-78.

A Christmas Puzzle. Sister Anne Agnes von STEIGER. Dec., 848-49.

"Classics in Mathematics Education." F. Joe CROSSWHITE, Editor. Jan., 45-49; Feb., 140-48; Apr., 360-74; May, 479-87; Oct., 600-610; Nov., 738-47.

Classroom Inquiry into the Conic Sections. ARTHUR COXFORD. Apr., 315-22.

1966/67

Committees and Representatives, Supplemental List. Apr., 404-5.

Concerning Plane Geometry in the Textbooks of Classes 7 and 8. FRITZ HOMAGK. Feb., 165 - 72.

Cotangent A in a New Light. JOHN S. MAS-LANKA. Dec., 855.

Counterpoint as an Equivalence Relation. MORTON DELMAN. Feb., 137-38.

Creativity in School Mathematics. Howard L. PROUSE. Dec., 876-79.

Credit Where Credit Is Due! SAMUEL L. GREITZER. Feb., 155-57.

A Device for Teaching Addition and Subtraction of Intergers. HERBERT HANNON. Dec.,

A Dialogue on $\frac{26}{65} = \frac{2}{5}$. Fred B. Thomas. Jan.,

The Direction of Sunset. R. F. Graesser. Feb.,

Discovery: Its Effect on Critical Thinking and Achievement in Mathematics. JACK PRICE. Dec., 874-76.

Effect of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations. Kenneth A. Retzer and Kenneth B. Henderson. Nov., 707-10.

Effects of Programmed Instruction in Remedial College Algebra Classes. Thomas S. Nagel. Nov., 748-52.

Equations for Semicircles and Pings. Robert F. JOLLY. Nov., 720-22.

Equivalent Forms of the Parallel Axiom. Lucas N. H. Bunt. Nov., 641-52.

Euclidean and Other Geometries. BRUCE E. MESERVE. Jan., 2-11.

Euclid's Algorithm Revisited. B. L. FOSTER. Apr., 358.

Evolution of Old Secondary-School Arithmetic Textbooks. John A. Nietz. Apr., 387-92. An Example of the Axiomatic Method in Instruction: The Mathematization of a

Political Structure. HANS-GEORG STEINER.

May, 520-28.

Excellent Help. IRVIN H. BRUNE. Dec., 893-95. Programs." "Experimental EUGENE NICHOLS, Editor. Jan., 50-55; Feb., 149-52; Mar., 257-61; Apr., 375-80; May, 488-503; Oct., 611-20; Nov., 748-55; Dec., 874-79.

An Experimental Study of Patterns of Presenting Transitivity Statements. Boyd D. Hol-

TAN. Mar., 257-58. An Experimental Twelfth-Grade Mathematics Course. Hyman Gabai. Apr., 375-80.

The Expression of a Fraction as a Sum of Unitary Fractions. ALAN TAMMADGE. Feb., 126 - 28.

Fermat's Factoring. WILLIAM R. RANSOM. May, 470-71. See also Letter to the Editor. Nov.,

Five Decades of Mathematical Reform-Evaluation and Challenge. WILLIAM BETZ. Oct., 600-610.

Five Sailors and a Monkey. PHILIP W. BRA-SHEAR. Oct., 597-99.

5-Con Triangles. RICHARD G. PAWLEY. May,

438-43. The Floating Teacher-Help for the Mathematically Disadvantaged. THOMAS B. NEW-

MAN and WILLIAM SEISER. Nov., 735-55. A FORTRAN Program for a Recursion Formula for Simultaneous Linear Equations. ALBERT J. SIMONE. May, 452-58.

Friendly Numbers. Howard L. Rolf. Feb., 157-60.

Gambling Doesn't Pay! ANDREW STERRETT. Mar., 210-14.

A General Structure for the Study of Prime Numbers. John N. Williamson. Mar., 228-34.

The Graphing of Absolute Value Inequalities. THOMAS M. GREEN. Dec., 837-38.

Grids, Integers, and Number Bases. WILLIAM

G. Мень. Dec., 843-47. "Have You Read?" Philip Peak. Feb., 153-54; Mar., 262–63; May, 504–5; Oct., 621–22; Nov., 756–57; Dec., 880–81.

Hints to Authors. IRVIN H. BRUNE. Nov., 782-84.

"Historically Speaking-." HOWARD EVES, Editor. Jan., 56-65; Feb., 155-60; Mar., 264-75; Apr., 383-96; May, 506-19; Oct., 623-37; Nov., 758-68.

How Modern Is Today's Secondary Mathematics Curriculum? John W. Alspaugh and FLOYD G. DELON. Jan., 50-55.

How Shall We Define Angle? HARRY SITOMER and HOWARD F. FEHR. Jan., 18-19.

In Memoriam: Charles M. Austin. Dec., 870. In Memoriam: John Harrison Minnick. May, 447.

Innovations and Research in the Teaching of Mathematics to the Terminal Student. Son Weiss. Oct., 611-18.

In-Service Education in British Columbia. J. F. CLARK. Nov., 769-73.

"In-Service Education in Mathematics."
EDWARD H. WHITMORE, Editor. Oct., 638-40; Nov., 769-73; Dec., 882-84.

"International Mathematics Education." HOWARD F. FEHR, Editor. Feb., 165-72; Apr., 397-403; May, 520-28; Oct., 641-52; Nov., 774-81; Dec., 885-92.

Intuitive Approach to $a^{-m} \equiv \frac{1}{a^m}$. Pete Murray. Nov., 737.

Intuitive Approach to $X^0 \equiv 1$. Curtiss Mallory. Jan., 41.

Investigation to Discovery with a Negative Base. Allyn H. Nelson. Nov., 723-26. Is Our Mathematics Inferior? George S.

CARNETT. Oct., 582-87.
The Jabberwocky Was a Lark or "The Mathematician Takes a Holiday." JOSEPH JAB-

LONOWER. Dec., 871–73. Letters to the Editor. Mar., 221; Apr., 322, 328, 335, 351, 357, 374; Oct., 587, 637, 640; Nov., 714, 719; Dec., 842, 857, 884, 897.

Life and Times of Johann Kepler. Bernard H. Tuck. Jan., 58-65.

The Majesty of Numbers. Donald L. Brad-Field. Oct., 588-92.

A Mathematical Abstraction. Gary L. Musser. Apr., 349-51.

Mathematical Models for Physical Situations. H. Van Engen and Ray W. Cleveland. Oct., 578-81.

The Mathematically Gifted Student and Discovery Learning. L. J. Meconi. Dec., 862-65.
Mathematics and Art. Kenneth O. May. Oct., 568-72.

Mathematics as a Fine Art. James B. Shaw. Nov., 738-47.

Mathematics Education in the Secondary Schools of the Soviet Union. James M. Moser. Dec., 885-92.

Mathematics for the Below-Average Achiever in High School. Florence Elder. Mar., 235– 39. See also Letter to the Editor. Oct., 637.

39. See also Letter to the Editor. Oct., 637. Mathematics in the Training for Citizenship. DAVID EUGENE SMITH. Feb., 140-48.

The Mathematics League. Teunis Paarlberg. Jan., 38-40.

Mathematics Leagues: Stimulating Interest Through Competition. Robert J. Mattson. Mar., 259-61.

Mathematics Word Search. ROBERT E. REYS. Apr., 359, 380. See also Letters to the Editor. Oct., 640; Nov., 714; Dec., 842, 857.

Maxima and Minima by Elementary Methods. Amos Nannini. Jan., 31-32.

Mayan Arithmetic. James K. Bidwell. Nov., 762-68.

Memberships and Subscriptions. Nov., 801-2. The Men Responsible for the Development of Vectors. George J. Pawlikowski. Apr., 393-96.

Minutes of the Annual Business Meeting. Oct., 664-65.

A Model for Teaching Mathematical Concepts. Kenneth B. Henderson. Oct., 573-77. The Modern Approach to Elementary Geometry. Oswald Veblen. Feb., 98-104.

"Modern Math." (Poem) JOE CRESS. Feb., 139.

The N-Sectors of the Angles of a Square. James R. Smart. May, 459-63.

NCTM Affiliated Group Officers and Editors. Feb., 173-86.

NCTM Annual Financial Report. Dec., 898. NCTM Representatives. May, 541-45. New Learning and Subverbal Knowledge. Roy

New Learning and Subverbal Knowledge. Roy D. Hajek. May, 444-47.

New Mathematics and Old Dilemmas. HERBERT FREMONT. Nov., 715-19.

A New UICSM Approach to Fractions for the Junior High School. Peter Braunfeld, CLYDE DILLEY, and WALTER RUCKER. Mar., 215-21.

The 1967/68 Budget. Dec., 899-900.

1968 Election. Mar., 279.

Nominations for the 1968 Election. Nov., 795. Nominees for Office. Jan., 67-75.

A Note on Curve-Fitting with Rational Polynomials. Ladis D. Kovach. Feb., 129-32.
The Number π. Herman Von Baravalle.
May, 479-87. See also Letter to the Editor.
Dec., 884.

Number Theory—a Short Course for High School Seniors. IRVING HOLLINGSHEAD. Mar., 222-27.

Of Bees and Mathematicians. DAVID F. SIE-MENS, JR. Nov., 758-61.

Offerings in Mathematics of NET Stations, 1965-67. May, 534-40.

Officers, Directors, Committees, Projects, and Representatives (1967/68). Nov., 796-801. On the Foundations of Mathematics. ELIAKIM HASTINGS MOORE. Apr., 360-74.

On the Geometry of Euclid. M. C. Gemignani. Feb., 160-64.

On Some Geometric Inequalities. Murray S. Klamkin. Apr., 323-28.

Operational Systems and Checker Games. HANS-GEORG STEINER. Dec., 832-36.

Organizing a Mathematics Laboratory. Ray-MOND SWEET. Feb., 117-20. The Origin of the Four-Color Conjecture.

The Origin of the Four-Color Conjecture. Kenneth O. May. May, 516-19.

Pascal's Triangle: A Different Approach to Subsets. James T. Sgroi. Apr., 352-53.

The Peruvian Quipu. LIND MAE DIANA. Oct., 623-28.

"Points and Viewpoints." Oct., 653; Nov., 782–84; Dec., 893–95.

Poland's Contribution to Mathematics. SISTER MARY GRACE. Apr., 383-86.

Predictive Utility of Certain Criteria for Advanced Freshman Mathematics Courses.

James Anderson and Robert G. Whittemore. Oct., 619-20.

President's Report. Oct., 661-64.

The Probability of the Second-Smallest, M. E. Winger. Nov., 735-36.

Proceedings of the Seventeenth Annual Delegate Assembly. Mar., 279-82.

Providing Motivation for the Chain Rule. LYMAN S. HOLDEN. Dec., 850-55.

LYMAN S. HOLDEN. Dec., 850-55.

Rapid Repeating Decimal-Fraction Interchange. EDWARD SEABLOOM. Jan., 42-44.

A Reaction to "Definitions Without Exceptions." Gerald R. Rising. Apr., 343-44.
Reality of Mathematical Processes. E. R.
Hedrick. Jan., 45-49.

Registrations at NCTM Conventions, Dec., 900-901.

Report of the Nominating Committee. Jan., 66.
The Return of the Old Mathematics. BROTHER
L. RAPHAEL, F.S.C. Jan., 14-17.

L. RAPHAEL, F.S.C. Jan., 14-17. "Reviews and Evaluations." HAROLD TINNAP-PEL, *Editor*. May, 529-33; Oct., 654-60; Nov., 785-94; Dec., 896-97.

The Revolution at Sputnik-plus-Ten. Francis J. Mueller. Nov., 696-706.

Revolution, Rigor, and Rigor Mortis. Stephen S. Willoughby. Feb., 105-8.

The Rule of Double False Position. Joy B. EASTON. Jan., 56-58.

The SMSG Angle Is a Good One. Frank Wright. Dec., 856-57.

Scientific Notation. CECELIA CALLANAN. Mar., 252-56.

Secondary In-Service Education Program in Bergen County, New Jersey. MARGARET J. COTTER. Dec., 882-84.

Shanks, Pi, and Coincidence. CECIL B. READ. Nov., 761-62.

The Shape and Size of the Earth. IRENE FISCHER. May, 508-16.

Sight Versus Insight. HARRY SITOMER. May, 474-78.

Solving Problems in Geometry by Using Complex Numbers. J. Garfunkel. Nov., 731-34.

Some Comments on General Mathematics. IRVING ALLEN DODES. Mar., 246-51.

Some Remarks on Discovery. STEVEN SZABO. Dec., 839-42.

Some Results on Quadrilaterals with Perpendicular Diagonals. STEVEN SZABO. Apr., 336-38.

The Square Function: An Abstract System for Trigonometry. John C. Biddle. Feb., 121-23.

Straight-Line Tunnels Through the Earth. WILLIAM C. STRETTON. Jan., 12-13.

A Study of Two Methods of Checking Homework in a High School Geometry Class.

DWAIN E. SMALL, BOYD D. HOLTAN, and EDWARD J. DAVIS. Feb., 149-52.

Successful Practices in Teaching Mathematics to Low Achievers in Senior High School. SARAH GREENHOLZ. Apr., 329-35.

Teachers Earn and Learn. Agnes Y. Rickey. Oct., 638-40.

Team Teaching in Geometry. GINGER KLINKER-MAN and FAITH BRIDGES. May, 488-92.

A Text on Trigonometry by Levi Ben Gerson (1288-1344). Pamela H. Espenshade. Oct., 628-37.

A Time for Testing. Peter K. Gurau. Feb., 133-36.

Trees and Unicyclic Graphs. SABRA S. ANDERSON and FRANK HARARY. Apr., 345-48.

Trigonometric Excursions and Side Trips. Kenneth W. Wegner. Jan., 33-37.

The Trigonometry of the Square. Thomas Mikula. Apr., 354-57.

Two Combinatorial Theorems. A. M. GLICKS-MAN and H. D. RUDERMAN. May, 464-69. The Use of the Axiomatic Method in Secondary Teaching. D. A. QUADLING et al. Apr., 398-

403.
Using the Analytic Method to Encourage Discovery. John L. Marks and James R.

SMART. Mar., 241-45.

Using a Programmed Text to Provide an Efficient and Thorough Treatment of Solid Geometry Under Flexible Classroom Procedures. O. ROBERT BROWN, JR. May, 492– 503.

We Gladly Announce.... IRVIN H. BRUNE. Oct., 653.

What Are Perpendicular Lines? C. R. WYLIE, Jr. Jan., 24-30.

What Has Happened to Probability in the High School? Frederick Mosteller. Dec., 824-31.

What Is an Isosceles Trapezoid? Don E. RYOTI. Nov., 729-30. See also Letter to the Editor. Dec., 842.

What Is a Quadrilateral? DENIS CRAWFORTH. Nov., 778-81.

What Is a Trapezoid? DAVID L. DYE, Nov., 727-28.
What's Between Q and R? JAMES FEY. Apr.,

308-14. "What's New?" Feb., 136; May, 458, 463; Oct.,

599; Nov., 710; Dec., 892.

Your Professional Dates. Jan., 76-77; Feb., 187; Mar., 282; Apr., 405-7; May, 546-47; Oct., 665-66; Nov., 802-3; Dec., 902.

Subject index

ABILITY GROUPING

An Experimental Twelfth-Grade Mathematics Course, 375-80.

The Floating Teacher-Help for the Mathematically Disadvantaged, 753-55. Is Our Mathematics Inferior? 582-87.

Mathematics for the Below-Average Achiever in High School, 235-40.

Organizing a Mathematics Laboratory, 117 - 20

Successful Practices in Teaching Mathematics to Low Achievers in Senior High School, 329-35.

ALGEBRA

Curriculum

How Modern Is Today's Secondary Mathematics Curriculum? 50-55.

Miscellaneous

An Alternative Definition for Equivalence Relations, 124-25.

Credit Where Credit Is Due! 155-57.

The Expression of a Fraction as a Sum of Unitary Fractions, 126-28.

New Learning and Subverbal Knowledge, 444-47

Teaching Methods

An Experimental Study of Patterns of Presenting Transitivity Statements, 257-

Intuitive Approach to $X^0 \equiv 1$, 41.

A Note on Curve-Fitting with Rational Polynomials, 129-32.

Rapid Repeating Decimal-Fraction Interchange, 42-44.

The Trigonometry of the Square, 354-57. The Use of the Axiomatic Method in Secondary Teaching, 398-403.

Using the Analytic Method to Encourage Discovery, 241-45.

Topics in

An Alternative Definition for Equivalence Relations, 124-25.

An Application of Triangular Numbers to Counting, 339-42.

Characteristic Functions and Sets, 775-78. Counterpoint as an Equivalence Relation, 137-38.

Equations for Semicircles and Pings, 720-22. An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520–28.

An Experimental Study of Patterns of Presenting Transitivity Statements, 257-

Fermat's Factoring, 470-71.

A FORTRAN Program for a Recursion Formula for Simultaneous Linear Equations, 452-58.

Friendly Numbers, 157-60.

Intuitive Approach to $a^{-m} \equiv \frac{1}{a^m}$, 737.

Intuitive Approach to $X^0 \equiv 1, 41$.

Investigation to Discovery with a Negative Base, 723-26.

The Majesty of Numbers, 588-92.

A Mathematical Abstraction, 349-51. Mathematical Models for Physical Situa-

tions, 578-81.

The Mathematically Gifted Student and Discovery Learning, 862-65.

Maxima and Minima by Elementary Methods, 31-32.

The Men Responsible for the Development of Vectors, 393-96.

A New UICSM Approach to Fractions for the Junior High School, 215-21.

Note on Curve-Fitting with Rational Polynomials, 129-32.

The Number π , 479-87.

Number Theory-a Short Course for High School Seniors, 222-27.

Operational Systems and Checker Games, 832-36.

Pascal's Triangle: A Different Approach to Subsets, 352-53.

The Rule of Double False Position, 56-58. Scientific Notation, 252-56.

Solving Problems in Geometry by Using Complex Numbers, 731-34.

Trees and Unicyclic Graphs, 345-48. Trigonometric Excursions and Side Trips, 33-37.

Two Combinatorial Theorems, 464-69. The Use of the Axiomatic Method in Secondary Teaching, 398-403.

Using the Analytic Method to Encourage Discovery, 241-45.

What's Between Q and R? 308-14.

APPLICATIONS

Business and Consumer

Businessmen and Mathematics Teachers, 448 - 51.

Miscellaneous

The Basis of Music-Mathematics, 593-96. Counterpoint as an Equivalence Relation, 137-38.

Gambling Doesn't Pay! 210-14. Mathematics and Art, 568-72.

Mathematics as a Fine Art, 738-47.

On the Foundations of Mathematics, 360-74.

The Revolution at Sputnik-plus-Ten, 696-706.

Science and Engineering

Of Bees and Mathematicians, 758-61. The Direction of Sunset, 115-16.

The Modern Approach to Elementary Geometry, 98-104.

On Some Geometric Inequalities, 323-28. The Origin of the Four-Color Conjecture, 516-19.

The Shape and Size of the Earth, 508-16. Straight-Line Tunnels Through the Earth, 12-13.

Social Science

An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520-28.

ARITHMETIC

Miscellaneous

The Arithmetic of Medieval Universities, 264 - 78.

Evolution of Old Secondary-School Arithmetic Textbooks, 387-93.

The Peruvian Quipu, 623-28.

Teaching Methods

Mathematical Models for Physical Situations, 578-81.

New Learning and Subverbal Knowledge, 444-47.

A New UICSM Approach to Fractions for the Junior High School, 215-21.

Topics in

A Dialogue on $\frac{26}{65} = \frac{2}{5}$, 20–23. The Expression of a Fraction as a Sum of Unitary Fractions, 126-28.

Investigation to Discovery with a Negative Base, 723-26.

The Majesty of Numbers, 588-92.

Mayan Arithmetic, 762-68. A New UICSM Approach to Fractions for

the Junior High School, 215-21. Rapid Repeating Decimal-Fraction Interchange, 42-44.

The Rule of Double False Position, 56-58. Scientific Notation, 252-56.

ASTRONOMY

The Direction of Sunset, 115-16.

CALCULUS

Miscellaneous

Credit Where Credit Is Due! 155-57.

Straight-Line Tunnels Through the Earth, 12 - 13

Trigonometric Excursions and Side Trips, 33-37.

Teaching Methods

Providing Motivation for the Chain Rule, 850-54.

Topics in

The Area Under a Parabola by Cavalieri's Rule, 472-73.

Note on Curve-Fitting with Rational Polynomials, 129-32.

Providing Motivation for the Chain Rule, 850-54.

CALENDARS

The Peruvian Quipu, 623-28.

When's Easter? 353.

CLUBS, MATHEMATICS

Equations for Semicircles and Pings, 720-22

The Mathematics League, 38-40.

Mathematics Leagues: Stimulating Interest Through Competition, 259-61.

Mayan Arithmetic, 762-68.

The Square Function: An Abstract System for Trigonometry, 121-23.

COMPUTATION

Euclid's Algorithm Revisited, 358.

A FORTRAN Program for a Recursion Formula for Simultaneous Linear Equations, 452-58.

Friendly Numbers, 157-60.

CURRICULUM

High School

An Experimental Twelfth-Grade Mathematics Course, 375-80.

How Modern Is Today's Secondary Mathematics Curriculum? 50-55.

Innovations and Research in the Teaching of Mathematics to the Terminal Student,

Mathematics the Below-Average for Achiever in High School, 235-40.

Number Theory—a Short Course for High School Seniors, 222-27.

On the Foundations of Mathematics, 360-74.

Operational Systems and Checker Games,

Predictive Utility of Certain Criteria for Advanced Freshman Mathematics Courses, 619-20.

The Return of the Old Mathematics, 14-17. Successful Practices in Teaching Mathematics to Low Achievers in Senior High School, 329-35.

What Has Happened to Probability in the High School? 824-31.

Junior High School

Grids, Integers, and Number Bases, 843-47.

The Trigonometry of the Square, 354-57. Miscellaneous

The Arithmetic of the Medieval Universities, 264-78.

Five Decades of Mathematical Reform-Evaluation and Challenge, 600-610.

Innovations and Research in the Teaching of Mathematics to the Terminal Student, 611 - 18.

In-Service Education in British Columbia, 769-73.

New Mathematics and Old Dilemmas, 715-19.

On the Foundations of Mathematics, 360-

Organizing a Mathematics Laboratory, 117-20.

Predictive Utility of Certain Criteria for Advanced Freshman Mathematics Courses, 619-20.

Reality of Mathematical Processes, 45-49. The Return of the Old Mathematics, 14-17.

Some Comments on General Mathematics, 246-51.

EDUCATION IN GENERAL

Shanks, Pi, and Coincidence, 761-62.

EVALUATION

Is Our Mathematics Inferior? 582-87. A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

A Time for Testing, 133-36.

GENERAL MATHEMATICS

Miscellaneous

Innovations and Research in the Teaching of Mathematics to the Terminal Student, 611-18.

Teaching Methods

Some Comments on General Mathematics, 246-51.

Successful Practices in Teaching Mathematics to Low Achievers in Senior High School, 329-35.

GEOMETRY

Curriculum

How Modern is Today's Secondary Mathematics Curriculum? 50-55.

Miscellaneous

An Alternative Definition for Equivalence Relations, 124-25.

Credit Where Credit Is Due! 155-57. Mathematics as a Fine Art, 738-47.

Maxima and Minima by Elementary Methods, 31-32.

The Modern Approach to Elementary Geometry, 98-104.

Of Bees and Mathematicians, 758-61. On the Foundations of Mathematics, 360-

On the Geometry of Euclid, 160-64.

Revolution, Rigor, and Rigor Mortis, 105-8.

The Rule of Double False Position, 56-58. The Shape and Size of the Earth, 508-16. Straight-Line Tunnels Through the Earth, 12-13.

A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

Teaching Methods

Auxiliary Lines and Ratios, 109-14. Concerning Plane Geometry in the Text-

books of Classes 7 and 8, 165–72.

Maxima and Minima by Elementary
Methods, 31–32.

Sight Versus Insight, 474-78.

Team Teaching in Geometry, 488–92.

Using a Programmed Text to Provide an Efficient and Thorough Treatment of Solid Geometry Under Flexible Classroom Procedures, 492–503.

Using the Analytic Method to Encourage Discovery, 241-45.

Topics in

The Area Under a Parabola by Cavalieri's, Rule, 472-73.

Auxiliary Lines and Ratios, 109-14.

Brackistochrone, Tautochrone, Cycloid— Apple of Discord, 506-8.

Classroom Inquiry into the Conic Sections, 315-22.

Concerning Plane Geometry in the Textbooks of Classes 7 and 8, 165-72.

Equations for Semicircles and Pings, 720-22.

Equivalent Forms of the Parallel Axiom, 641-52.

Euclidean and Other Geometries, 2-11. 5-Con Triangles, 438-43.

The Graphing of Absolute Value Inequalities, 837-38. How Shall We Define Angle? 18-19. The Majesty of Numbers, 588-92.

Mathematics and Art, 568-72.

Mathematics for the Below-Average
Achiever in High School, 235-40.

The Men Responsible for the Development of Vectors, 393-96.

The Modern Approach to Elementary Geometry, 98-104.

A Note on Curve-Fitting with Rational Polynomials, 129-32.

The N-Sectors of the Angles of a Square, 459-63

The Number π , 479-87.

On Some Geometric Inequalities, 323–28. On the Geometry of Euclid, 160–64.

Operational Systems and Checker Games, 832-36.

The SMSG Angle Is a Good One, 856-57. Shanks, Pi, and Coincidence, 761-62.

Solving Problems in Geometry by Using Complex Numbers, 731–34.

Some Results on Quadrilaterals with Perpendicular Diagonals, 336-38.

Trees and Unicyclic Graphs, 345-48. Using the Analytic Method to Encourage

Discovery, 241-45. What Are Perpendicular Lines? 24-30.

What Is a Quadrilateral? 778-81.

What Is a Trapezoid? 727-28.
What Is an Isosceles Trapezoid? 729-30.

GRAPHS AND GRAPHING

Classroom Inquiry into the Conic Sections, 315-22.

Equations for Semicircles and Pings, 720–22.

The Graphing of Absolute Value Inequalities, 837-38.

Mathematical Models for Physical Situations, 578-81.

A Note on Curve-Fitting with Rational Polynomials, 129-32.

The Origin of the Four-Color Conjecture, 516-19.

The Square Function: An Abstract System for Trigonometry, 121–23.

Trees and Unicyclic Graphs, 345–48.

HISTORY OF MATHEMATICS

Famous Mathematicians

The Arithmetic of Medieval Universities, 264-78.

Brachistochrone, Tautochrone, Cycloid— Apple of Discord, 506-8.

Credit Where Credit Is Due! 155-57. Life and Times of Johann Kepler, 58-65. Mathematics and Art, 568-72.

The Men Responsible for the Development of Vectors, 393-96.

Of Bees and Mathematicians, 758-61. On the Geometry of Euclid, 160-64.

The Origin of the Four-Color Conjecture, 516-19.

Poland's Contribution to Mathematics, 383-86.

Shanks, Pi, and Coincidence, 761-62. Some Comments on General Mathematics, 246-51. Miscellaneous

An Alternative Definition for Equivalence Relations, 124-25.

The Arithmetic of the Medieval Universities, 264-78.

Credit Where Credit Is Due! 155-57.

Evolution of Old Secondary-School Arithmetic Textbooks, 387-93.

The Expression of a Fraction as a Sum of Unitary Fractions, 126-28.

Five Decades of Mathematical Reform— Evaluation and Challenge, 600-610.

Mathematics and Art, 568-72.

On the Foundations of Mathematics, 360-74.

The Origin of the Four-Color Conjecture, 516-19.

The Peruvian Quipu, 623-28.

Poland's Contribution to Mathematics, 383-86.

The Shape and Size of the Earth, 508-16.

Brachistochrone, Tautochrone, Cycloid— Apple of Discord, 506-8.

Evolution of Old Secondary-School Arithmetic Textbooks, 387-93.

Friendly Numbers, 157-60.

On the Geometry of Euclid, 160-64.

The Peruvian Quipu, 623-28.

The Rule of Double False Position, 56-58.

A Text on Trigonometry by Levi Ben Gerson (1288-1344), 628-37.

HUMOR, SATIRE, POETRY

"Modern Math" (Poem), 139. INDUCTION, MATHEMATICAL

Two Combinatorial Theorems, 464-69.

LANGUAGE OF MATHEMATICS

A Dialogue on $\frac{2\beta}{65} = \frac{2}{5}$, 20–23. The Effect of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations, 707–10.

The Jabberwocky Was a Lark, or "The Mathematician Takes a Holiday," 871-

Mathematical Models for Physical Situations, 578-81.

A Model for Teaching Mathematical Concepts, 573-77.

On the Foundations of Mathematics, 360-74.

Revolution, Rigor, and Rigor Mortis, 105-8.

What Is a Trapezoid? 727-28.

What Is an Isosceles Trapezoid? 729-30. LITERATURE

Miscellaneous

"Have You Read?" 153–54, 262–63, 381–82, 504–5, 621–22, 756–57, 880–81.

"What's New?" 136, 458, 463, 599, 710, 869. "Reviews and Evaluations," 529–33, 654–60, 785–94, 896–97.

Algebra and Trigonometry: A Modern Approach, Peters and Schaaf, 656.
Algebra One and Teachers' Supplement,

Algebra One and Teachers' Supplement, Algebra One, Hayden and Finan, 655-56. Basic Concepts of Elementary Mathematics (rev. ed.), Schaaf, 788.

Concepts of Modern Mathematics, Book I, Kenner, Small, and Williams, 656-57.

Concepts of Modern Mathematics, Book III, Kenner, Small, and Williams, 657-58.

Contemporary Algebra, First Course, Mayor and Wilcox, 658-59.

Contemporary Algebra, Second Course, Mayor and Wilcox, 659-60.

Evaluating Pupils' Understanding of Arithmetic, Dutton, 789-90.

Extending Mathematics, Deans et al., 529-30.
First Course in Algebra (rev. ed.), Weeks and Adkins, 785.

First Course in Geometry, Edwards, 654. Foundations of Elementary School Arithmetic, Van Engen, Hartung, and Stochl, 788-89.

Fundamental Mathematical Structures—Algebra, Van Engen et al., 785-86.

General Mathematics: 9th Year, Board of Education of the City of New York, 530. Geometry, Fischer and Hayden, 655.

High School Mathematics—Course I, Beberman and Vaughn, 787–88.

Intermediate Algebra, Russell, 786-87. Introductory Modern Mathematics, Weaver

and Wolf, 791.

Logic for Beginners Through Games, Jokes,

and Puzzles, Adler, 896.

Mathematical Puzzles and Pastimes (2nd

ed.), Bakst, 896-97.

Mathematics, an Integrated Series: Book
Two, Lines, Planes, and Spaces, Price,

Peak, and Jones, 655.

Mathematics, a Modern Approach, I, Peters and Schaaf, 530-32.

Modern Elementary Algebra, Nichols, 660. Modern Elementary Mathematics: A Parents' Guide to the New Concepts, Kempf and Barnhard, 792.

New Angle Mathematics, Vols. I-III, Cousins, 532.

New Ways in Numbers (7 and 8), Sister Mary Capisius, 532-33. Pre-Algebra Mathematics, Nichols, 533.

Pre-Algebra Mathematics, Nichols, 533. Puzzles and Paradoxes, O'Bierne, 897. The Teacher and Overhead Projection,

The Teacher and Overhead Projection, Schultz, 790-91. The Teaching of Secondary Mathematics

(4th ed.), Butler and Wren, 790. Thinking in Structures, Dienes and Jeeves,

793-94.

Using Modern Mathematics—Group 1-2, films, Urbancek and Urbancek, 792, 793.

The Effect of Teaching Concepts of Logic on Verbalization of Discovered Math-

ematical Generalizations, 707-10. Equivalent Forms of the Parallel Axiom, 641-52.

MATHEMATICS, GENERAL

Cultural Values of

The Arithmetic of the Medieval Universities, 264-78.

The Basis of Music-Mathematics, 593-

Businessmen and Mathematics Teachers,

Counterpoint as an Equivalence Relation, 137-38.

Five Decades of Mathematical Reform-Evaluation and Challenge, 600-610. Mathematics and Art, 568-72.

Mathematics as a Fine Art, 738-47.

Mathematics in the Training for Citizenship, 140-48.

Reality of Mathematical Processes, 45-49. The Revolution at Sputnik-plus-Ten, 696-706.

Education

The Arithmetic of the Medieval Universities, 264-78.

Businessmen and Mathematics Teachers, 448-51.

Five Decades of Mathematical Reform-Evaluation and Challenge, 600-610. Foundations of

An Experimental Twelfth-Grade Mathematics Course, 375-80.

On the Foundations of Mathematics, 360-

On the Geometry of Euclid, 160-64.

The Modern Approach to Elementary Geometry, 98-104.

Revolution, Rigor, and Rigor Mortis, 105-

The Use of the Axiomatic Method in Secondary Teaching, 398-403.

MATHEMATICS IN OTHER COUNTRIES

Characteristic Functions and Sets, 775-78. Concerning Plane Geometry in the Textbooks of Classes 7 and 8, 165-72. Editor's Note, 397, 774.

Equivalent Forms of the Parallel Axiom, 641 - 52.

An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520-28.

Is Our Mathematics Inferior? 582-87. Mathematics Education in the Secondary Schools of the Soviet Union, 885.

The Peruvian Quipu, 623-28.

Poland's Contribution to Mathematics, 383-86.

The Use of the Axiomatic Method in Secondary Teaching, 398-403. What Is a Quadrilateral? 778-81.

MEMORIALS

In Memoriam Charles M. Austin, 879

John Harrison Minnick, 447.

NCTM Committee Reports

> 1968 Election, 279. Nominations for the 1968 Election, 795. Offerings in Mathematics of NET Stations,

> 1965-67, 534-40. Report of the Nominating Committee, 66-75.

Meetings—See also Minutes

Registration at NCTM Conventions, 901-

Your Professional Dates, 76-77; 187-88; 282-83; 405-7; 546-47; 665-66; 802-3;

Minutes

Minutes of the Annual Business Meeting, 664-65.

Proceedings of the Seventeenth Annual Delegate Assembly, 279-82.

Miscellaneous

Annual Financial Report, 898-99.

Mathematics Education in the Secondary Schools of the Soviet Union, 885-92.

Memberships and Subscriptions, 801-2. The 1967/68 Budget, 899-900.

Offerings in Mathematics of NET Stations, 1965-67, 534-40.

President's Report, 661-64.

Officers

Committees and Representatives, 1966/67, Supplemental List, 404-5.

NCTM Affiliated Group Officers and Editors, 173-86.

NCTM Representatives, 541-45.

1968 Election, 279.

Nominations for the 1968 Election, 795. Officers, Directors, Committees, Projects, and Representatives (1967/68), 796-

Report of the Nominating Committee, 66-75.

NOTATION AND TERMINOLOGY

How Shall We Define Angle? 18-19.

The SMSG Angle Is a Good One, 856. NUMBERS AND NUMBER SYSTEMS, THEORY

An Application of Base-Three Numeration,

An Application of Triangular Numbers to Counting, 339-42. The Arithmetic of the Medieval Universi-

ties, 264-78.

A Dialogue on $\frac{26}{65} = \frac{2}{5}$, 20–23.

Euclid's Algorithm Revisited, 358.

Expression of a Fraction as a Sum of Unitary Fractions, 126-28.

Fermat's Factoring, 470-71.

Friendly Numbers, 157-60.

A General Structure for the Study of Prime Numbers, 228-34.

Grids, Integers, and Number Bases, 843-47.

Investigation to Discovery with a Negative Base, 723-26.

The Majesty of Numbers, 588-92. A Mathematical Abstraction, 349-51.

Mayan Arithmetic, 762-68.

The Number π , 479–87. Number Theory—a Short Course for High School Seniors, 222-27.

Rapid Repeating Decimal-Fraction Interchange, 42-44. Scientific Notation, 252-56.

Some Remarks on Discovery, 839-42.

Two Combinatorial Theorems, 464-69.

OPINIONS AND PHILOSOPHIES

Miscellaneous

Alternatives to Research, 711-14.

Businessmen and Mathematics Teachers,

Five Decades of Mathematical Reform-Evaluation and Challenge, 600-610.

Innovations and Research in the Teaching of Mathematics to the Terminal Student, 611 - 18

Is Our Mathematics Inferior? 582-87.

Mathematics for the Below-Average Achiever in High School, 235-40.

Mathematics in the Training for Citizenship, 140-48.

The Modern Approach to Elementary Geometry, 98-104.

New Mathematics and Old Dilemmas, 715-19

On the Foundations of Mathematics, 360-

Organizing a Mathematics Laboratory, 117 - 20

Pascal's Triangle: A Different Approach to Subsets, 352-53.

A Reaction to "Definitions Without Exceptions," 343-44.

Reality of Mathematical Processes, 45-49. The Return of the Old Mathematics, 14-17. The Revolution at Sputnik-plus-Ten, 696-706.

Revolution, Rigor, and Rigor Mortis, 105 - 8.

Some Comments on General Mathematics, 246-51.

A Time for Testing, 133-36.

"Points and Viewpoints"

Excellent Help, 893-95. Hints to Authors, 782-84.

We Gladly Announce . . . , 653.

ORGANIZATIONS

Businessmen and Mathematics Teachers, 448-51.

The Mathematics League, 38-40. Mathematics Leagues: Stimulating Interest

Through Competition, 259-61. PROBABILITY

Gambling Doesn't Pay! 210-14.

Pascal's Triangle: A Different Approach to Subsets, 352-53.

The Probability of the Second-Smallest, 735-36.

What Has Happened to Probability in the High School? 824-31.

PROBLEM SOLVING

Auxiliary Lines and Ratios, 109-14.

An Experimental Twelfth-Grade Mathematics Course, 375-80.

Five Sailors and a Monkey, 597-99.

5-Con Triangles, 438-43.

Mathematical Models for Physical Situations, 578-81.

New Learning and Subverbal Knowledge, 444-47.

The N-Sectors of the Angles of a Square, 459-63.

The Probability of the Second-Smallest,

Solving Problems in Geometry by Using Complex Numbers, 731-34.

Straight-Line Tunnels Through the Earth, 12 - 13.

Using the Analytic Method to Encourage Discovery, 241-45.

PSYCHOLOGY

Mathematical Models for Physical Situations, 578-81.

A Model for Teaching Mathematical Concepts, 573-77.

New Learning and Subverbal Knowledge, 444-47.

Sight Versus Insight, 474-78.

RECREATIONAL MATHEMATICS

An Application of Triangular Numbers to Counting, 339-42.
The Basis of Music—Mathematics, 593-96.

A Christmas Puzzle, 848-49.

An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520-28.

Five Sailors and a Monkey, 597-99. Gambling Doesn't Pay! 210-14. The Mathematics League, 38-40.

Mathematics Leagues: Stimulating Interest Through Competition, 259-61.

Mathematics Word Search, 359, 380. The N-Sectors of the Angles of a Square, 459 - 63.

Operational Systems and Checker Games, 832-36.

The Square Function: An Abstract System for Trigonometry, 121-23.

Trees and Unicyclic Graphs, 345-48.

When's Easter? 353.

RESEARCH

Education Creativity in School Mathematics, 876-79. Discovery: Its Effect on Critical Thinking and Achievement in Mathematics, 874-76.

The Effect of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations, 707-10.

Effects of Programmed Instruction in Remedial College Algebra Classes, 748-52. An Experimental Study of Patterns of Pre-

senting Transitivity Statements, 257-58. The Floating Teacher-Help for the Mathematically Disadvantaged, 753-55.

Innovations and Research in the Teaching of Mathematics to the Terminal Student, 611 - 18

Is Our Mathematics Inferior? 582-87. Mathematics in the Training for Citizenship, 140-48.

A Model for Teaching Mathematical Concepts, 573-77.

Predictive Utility of Certain Criteria for Advanced Freshman Mathematics Courses, 619-20.

A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

Team Teaching in Geometry, 488-92.

Using a Programmed Text to Provide an Efficient and Thorough Treatment of Solid Geometry Under Flexible Classroom Conditions, 492-503.

Miscellaneous

Businessmen and Mathematics Teachers, 448-51.

An Experimental Twelfth-Grade Mathematics Course, 375-80.

Number Theory—a Short Course for High School Seniors, 222-27.

Predictive Utility of Certain Criteria for Advanced Freshman Mathematics Courses, 619-20.

A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

A Dialogue on $\frac{26}{65} = \frac{2}{5}$, 20–23.

A Model for Teaching Mathematical Concepts, 573-77.

New Mathematics and Old Dilemmas, 715-19.

TEACHER

Education

Alternatives to Research, 711-14.

In-Service Education in British Columbia, 769 - 73.

"Modern Math" (Poem), 139.

Secondary In-Service Education in Bergen County, New Jersey, 882-84.

Teachers Earn and Learn, 638-40.

TEACHING METHODS

Discovery

Discovery: Its Effect on Critical Thinking and Achievement in Mathematics, 874-76.

The Effects of Teaching Concepts of Logic on Verbalization of Discovered Mathematical Generalizations, 707-10.

Intuitive Approach to $a^{-m} = \frac{1}{a^m}$, 737.

Intuitive Approach to $X^0 \equiv 1, 41$.

Investigation to Discovery with a Negative Base, 723-26.

The Mathematically Gifted Student and Discovery Learning, 862-65. Mathematics Word Search, 359, 380.

New Learning and Subverbal Knowledge, 444-47.

Rapid Repeating Decimal-Fraction Interchange, 42-44.

Some Remarks on Discovery, 839-42. Using the Analytic Method to Encourage Discovery, 241-45.

Expository

An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520-28.

A Mathematical Abstraction, 349-51. Mathematical Models for Physical Situa-

tions, 578-81. The Mathematically Gifted Student and Discovery Learning, 862-65.

Maxima and Minima by Elementary Methods, 31-32.

A New UICSM Approach to Fractions for the Junior High School, 215-21.

Pascal's Triangle: A Different Approach to Subsets, 352-53.

A Reaction to "Definitions Without Exceptions," 343-44.

Some Results on Quadrilaterals with Perpendicular Diagonals, 336-38.

The Trigonometry of the Square, 354-57. Miscellaneous

Auxiliary Lines and Ratios, 109-14.

Classroom Inquiry into the Conic Sections,

Credit Where Credit Is Due! 155-57.

A Dialogue on $\frac{26}{65} = \frac{2}{5}$, 20–23. An Example of the Axiomatic Method in Instruction: The Mathematization of a Political Structure, 520-28.

An Experimental Study of Patterns of Presenting Transitivity Statements, 257-

The Floating Teacher-Help for the Mathematically Disadvantaged, 753-55.

How Shall We Define Angle? 18-19.

Innovations and Research in the Teaching of Mathematics to the Terminal Student, 611-18

Mathematics for the Below-Average Achiever in High School, 235-40.

Mathematics in the Training for Citizenship, 140-48.

A Model for Teaching Mathematical Concepts, 573-77. The Modern Approach to Elementary

Geometry, 98-104. A Note on Curve-Fitting with Rational

Polynomials, 129-32. Organizing a Mathematics Laboratory,

117-20. Providing Motivation for the Chain Rule,

850-54. A Reaction to "Definitions Without Excep-

tions," 343-44. The Return of the Old Mathematics, 14-17. The Revolution at Sputnik-plus-Ten, 696-

706. Revolution, Rigor, and Rigor Mortis, 105-

Scientific Notation, 252-56.

Sight Versus Insight, 474-78.

Some Comments on General Mathematics, 246-51.

A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

Successful Practices in Teaching Mathematics to Low Achievers in Senior High School, 329-35.

Team Teaching in Geometry, 488-92.

A Time for Testing, 133-36.

The Use of the Axiomatic Method in Secondary Teaching, 398-403.

What Is a Quadrilateral? 778-81. What's Between Q and R? 308-14. Miscellaneous

Effects of Programmed Instruction in Remedial College Algebra Classes, 748-52.

A Time for Testing, 133-36.

Using a Programmed Text to Provide an Efficient and Thorough Treatment of Solid Geometry Under Flexible Classroom Procedures, 492–503.

TELEVISION

Offerings in Mathematics of NET Stations, 1965-67, 534-40.

TESTS

Is Our Mathematics Inferior? 582-87.

A Study of Two Methods of Checking Homework in a High School Geometry Class, 149-52.

A Time for Testing, 133-36.

TEXTROOKS

Evolution of Old Secondary-School Arithmetic Textbooks, 387-93.

A Text on Trigonometry by Levi Ben Gerson (1288-1344), 628-37.

TOPOLOGY

The Origin of the Four-Color Conjecture, 516-19.

TRIGONOMETRY

Cotangent A in a New Light, 855.
Credit Where Credit Is Due! 155-57.
The Direction of Sunset, 115-16.

How Modern Is Today's Secondary Mathematics Curriculum? 50-55.

The Number π , 479-87.

On Some Geometric Inequalities, 323-28. The Square Function: An Abstract System for Trigonometry, 121-23.

A Text on Trigonometry by Levi Ben Gerson (1288-1344), 628-37.

Trigonometric Excursions and Side Trips, 33-37.

The Trigonometry of the Square, 354-57. Two Combinatorial Theorems, 464-69. Using the Analytic Method to Encourage Discovery, 241-45.

VISUAL AIDS

Team Teaching in Geometry, 488-92.

Annual indexes are supplemented

For some years The Mathematics Teacher has included in its December issue a classification of material appearing in the journal during that particular year. To supplement this annual index and make more readily available to researchers the wealth of information found in the journal in its earlier years of publication, the NCTM has published The Mathematics Teacher Cumulative Index, 1908–1965, a 212-page book that may be ordered from the Council's Washington office at a cost of \$5.00. The Cumulative Index, which came off the press this fall after more than three years of preparation, is being warmly welcomed by a great many individuals as well as by the libraries that had been expected to be the primary source of demand.